

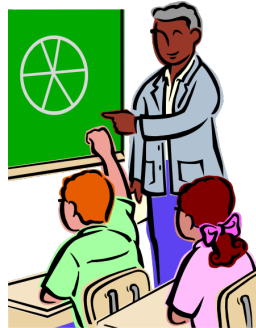
Planning for Learning



Laura Terrill
lterrill@gmail.com
lauraterrill.wikispaces.com

Image: <http://www.clarkston.org/registration/BullsEye.htm>

Teaching is



*what occurs
outside the
head.*

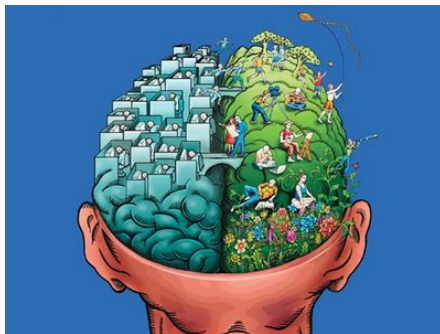
Ruby Payne

Teaching is



Ruby Payne

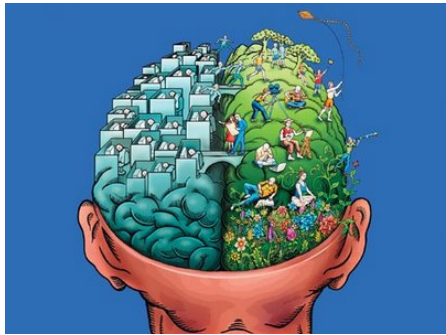
Learning is



*what occurs
inside the
head.*

Ruby Payne
image: artsjournal.com

Learning is



Ruby Payne
image: artsjournal.com

Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.



1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

Working Memory Capacity

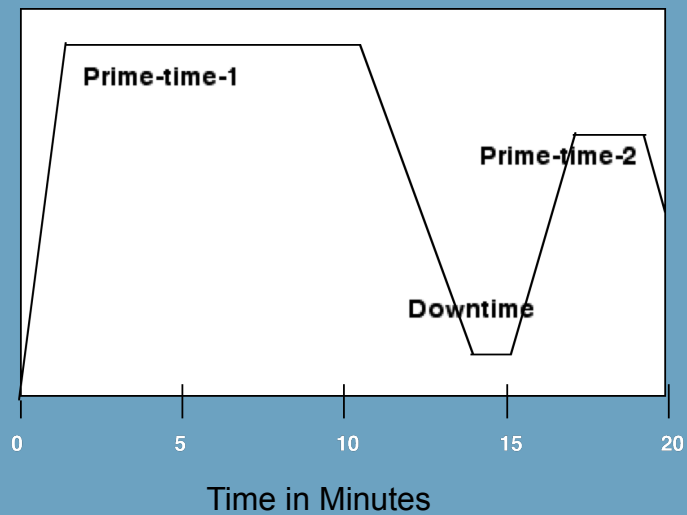
Working memory is limited and can deal with items for only a limited time. For focus to continue, there must be some change in the way the individual is dealing with the item.

Age	# of items*	Time Span
5 – 14	3 - 7	10 minutes
14+	5 – 9	20 minutes

*An item is an individual piece of information – the ending of a verb, a new vocabulary word, etc. Only “chunking” pieces of information allows the learner to work with multiple items.

Primacy-Recency

Degree of Retention



Communication:

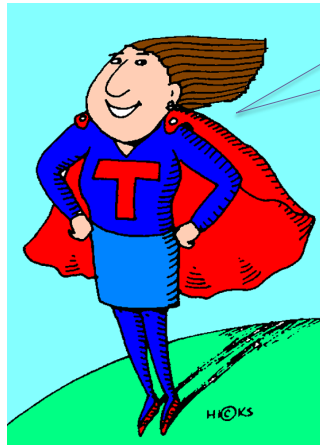
knowing how,
when,
and why,
to say what
to whom

ACTFL



Use the target
language as much as
possible, but at
least **????** of the
time.

Use of the Target Language in the Classroom (May 2010)
[http://www.actfl.org/i4a/pages/index.cfm?
pageid=4368#targetlang](http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#targetlang)



Use the target
language as much as
possible, but at least
90% of the time.

Use of the Target Language in the Classroom (May 2010)
[http://www.actfl.org/i4a/pages/index.cfm?
pageid=4368#targetlang](http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#targetlang)

head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

Proficiency?

List 10 parts of the body.

Conjugate the verb "to be".

Use the future tense to say what you are going to do.

Replace the object in the sentence with a direct object pronoun.

Proficiency?

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you read the book?

Communication

What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?



“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



image: trainingupdate.org

Targeted Language Goals

In 10 words or less, how would you define the goal for a level 2 high school class?

Targeted Language Goals - Parkway School District

Level 1

(Novice)

Level 2

(Nov. High - Int. Low)

Targeted Language Goals - Parkway School District

Level 1

(Novice)

use simple sentences / questions
on very familiar topics

Level 2

(Nov. High - Int. Low)

create with language at the sentence
level; ask questions

Level 3

(Int. Low – Mid)

develop ideas with supporting details
in three time frames

Level 4

(Int. Low - Mid)

narrate and describe in three time frames

Level 5

(Int. Mid – Pre Advanced)

state an opinion and defend/support that opinion

Level 1

express feelings and emotions

Function (s): state personal feelings

Context (s): react to headline news

Accuracy: verb “to be”, adj.
agreement

Shrum & Glisan

Level 3

express feelings and emotions

Function (s): express feelings in
different situations

Context (s): class reunion

Accuracy: subjunctive

Shrum & Glisan

Setting Goals

- Video p. 112
 - Bell ringer
 - Act. 1 p. 14
 - Exprimons-nous p. 114
 - Act. 4 p. 115
 - Comparisons p. 123
 - Reading p. 136
 - Numbers to 60
 - Homework
- State what classes you like/don't like and give a reason.
 - Ask others for their opinions of classes.
 - Say when you have a certain class.

Bien Dit! Level 1 Chapter 4

Setting Goals

- Video p. 112
- Bell ringer
- Act. 1 p. 14
- Exprimons-nous p. 114
- Act. 4 p. 115
- Comparisons p. 123
- Reading p. 136
- Numbers to 60
- Homework

Bien Dit! Level 1 Chapter 4

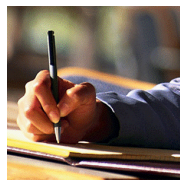
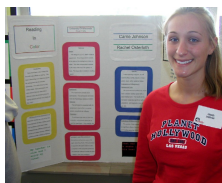
Self-assessment - Endangered Species

I can do the following:	Agree	Agree Somewhat But Need To Improve	Not Yet
Name animals.			
Describe animals in terms of size and color.			
Describe animals in terms of personality.			
Say what animals eat.			
Say where animals live.			
Describe the weather where animals live.			
Comment on harmful and helpful human practices.			

Three Modes of Communication



Interpretive

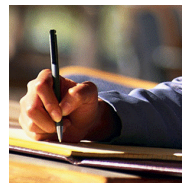
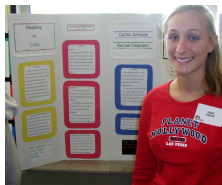


Presentational



Interpersonal

Three Modes of Communication



What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

French AP - 2012

- Section I (Interpretive Communication), 50% of exam score
 - Multiple Choice: 65 items in 9 sets
(4 reading sets, 2 sets that combine reading and listening, 3 listening sets)
- Section 2 (Interpersonal and Presentational Communication), 50% of exam score
 - Free Response: 4 items
- Interpersonal Writing
 - Students read a message and write a reply in which they respond to requests or questions posed in the message; they also ask for details about something mentioned in the message.
- Presentational Writing
 - Students write a persuasive essay on a specific topic. In the essay, they present the viewpoints expressed in a print source and an audio source, and they state and support their own viewpoint on the topic. Students also cite information from a third source (e.g., a chart, map, or table) to support the response.
- Interpersonal Speaking
 - Students participate in a simulated conversation (topic and situation are defined) by following an outline of five exchanges (also provided). 5 responses x 20 seconds each.
- Presentational Speaking
 - Students plan and give a two-minute oral presentation on a specific topic related to one of the six course themes. In the presentation, students first use *description* and *narration* to talk about their own experiences concerning the topic. Then, students make a *comparison* to something they've learned about the French-speaking world in relation to the topic. There is no source material for this task; students may cite examples from class readings or discussions, personal observations or life experiences, etc.

ACTFL Integrated Performance Assessment

Interpretive Communication

Students listen to, view and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



Presentational Communication

Students engage in the presentational mode by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama, skits, videos, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal Communication

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Read and listen to information on 2 endangered species. Complete a graphic organizer on each animal.



3. Presentational Communicative Phase

Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species.

2. Interpersonal Communication Phase

Imagine a conversation that might take place between the 2 different endangered species. Identify and describe "yourself", comment on where you live, what the weather is like and comment on what you need to survive.



Understandings/Essential Questions

Communication * Cultures * Connections *
Comparisons * Communities

AP Themes

Global Challenges * Science and Technology * Contemporary Life *
Personal and Public Identities * Families and Communities * Beauty
and Aesthetics

Topics

- Consumerism
- Conflict and Cooperation
- Human Rights
- Gender Issues
- Poverty
- Friendship
- Life Skills
- Exploration
- Balance of Life
- A Healthy Lifestyle
- Integration
- Responsibility
- Community Development
- Change
- Liberty / Freedom

Transitioning from the Textbook

Textbook Topic	Revised Theme
Food	The Art of Food
Airplane / Hotel Travel	Travel as a Political Act
Daily Routine	Live Strong
Celebrations	Our Emotional Selves
Responsibility	Rites of Passage
Social Customs	Culture Shock
Restaurant	Why Food Matters
Health	Pursuit of Health and Happiness
Getting Acquainted	Who am I?
?????	

Your “apple save” moment....



Summarize

Four

Two

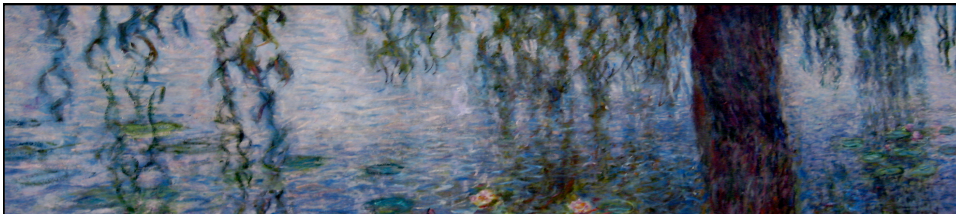
One

"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987



Laura Terrill
World Language / ELL Consultant
8529 Stark Drive
Indianapolis, IN 46216
Cell: 314-369-9678
Home: 317-546-2626
Email: lterrill@gmail.com
lauraterrill.wikispaces.com